Academic Program Review

ACADEMIC YEAR	2013-2014	☐ Basic Skills ☐ Transfer ☒ Career Technical Education (CTE)
PROGRAM	Vocational Nursing	
DEPARTMENT	DepartmentNursing and Allied health	
DIVISION	Divisionhealth and Sciences	
SUBMITTER	Susan Carreon	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: 1. Stable Full-time faculty	☐ 1 ☒ 2 ☒ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The program successfully recruited and hired a full-Tenure Track Instructor during summer 2013. This individual was the same person who served as long-term sub during 2012-2013, thus assisting with program continuity and stability.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: 2. Develop and implement a graduate follow-up process to assess employment in the field and/or return to full-time education.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☒ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Though a formal process was not implemented, the faculty in the program keep in contact with graduates and have informal data re NCLEX-VN pass rates and employment. The Department has designed a follow-up email Survey to be used for all programs but it has not been implemented.	

Comments:

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

      The VN program admits up to 20 students every 3 semesters. This is the maximum class size per BVNPTE set requirement for the program. The program is impacted and there were 57 qualified applicants for the 20 positions in the class admitted in Fall 2013. After notified of program admission 3 accepted students were unable to start due to personal reasons and these slots were filled with alternates. Unfortunately, the first semester has suffered an unusual number of withdrawals and the enrollment dropped to 14 by the end of fall 2013. All of the withdrawals were due to academic failure. Due to unique timing of the VN and RN schedules, the VN program was able to accept 3 students who had failed the second semester of the RN program in spring 2014. One of those 3 was recently withdrawn due to a disciplinary issue.

      The VN courses are all offered during daytime and within a Monday-Friday schedule. Success and retention rates have been consistent, with the exception of the unusual number of withdrawals in fall 2013. The enrollment numbers are too small to draw conclusions about success or retention rates by gender of ethnic groups. The students in this program benefit from close and intensive faculty-student interactions and support in addition to tutoring support from the Nursing Learning Lab.

   b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

      The VN program is limited in productivity due to the low faculty/student ratio requirements related to the BVNPTE limits on enrollment and the affiliating hospital limits of 1:10 in clinical classes for patient safety reasons. Many of the VN students and potential applicants have an ultimate goal of entering the RN program and thus contribute to the productivity of many of the pre-requisite classes as well as pre-requisites specific to the VN program.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

N/A- see above

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

The numbers are too small to make conclusions about ethnic differences.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

The VN program offers an Associate Degree of Certificate Option. Durning the 2010-2013 time period over twice as many students chose the Associate Degree (32) versus the Certificate (14). This may be due to the goal of many of the students to continue their education in preparation for the RN program.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

A review and strengthening of the curriculum will have a positive impact. If the new curriculum is similar to the new RN curriculum this will also help those students who continue their education. Completing a more systematic graduate follow-up will also help to solicit feed-back for program improvement from recent graduates.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

The program and curriculum have remained stable with the exception of changes in testing to improve performance on NCLEX-PN (after a significant drop in passing percentage). The last NCLEX-PN informal results of 94% passing as well as formal results for the 2013 year of 93.75% may be a result of the improved testing methods and procedures.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

Employment Trends (Employment Development Department):

Occupation	TOP Code	SOC Code	2008	Average Job Openings per Year
Licensed Practical and Licensed Vocational Nurse	1230.20	292061	130	7*

*Same data as 2012. No updates from State Employment Development
Occupational Employment Projections 2008-2018
Imperial County
http://www.labormarketinfo.edd.ca.gov/CommColleges/

Currently LVNs are hired in correctional facilities, long-term care, county mental health, clinics, specialized outpatient clinics, Border Patrol detention centers. The New Affordable Care Act is predicted to increase the need for LVNs as the number of outpatient care facilities increases. Currently informal feedback from 2013 graduates is that all who wish to be employed are. Many of the graduates are continuing their education- for example 2 of the recent graduates were admitted to the RN third semester in spring 2014. Additionally, 2 new private correctional facilities are expected to open in 2014 whch should increase the demand for LVNs in the area.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal:	Program will be successfully Accredited by BVNPTE during spring 2015 as scheduled	☒ 1 ☒ 2 ☐ 3 ☐ 4
Objective:	1.1 Complete BVNPTE required Self Study documents	
Task(s):	1.1.1 Assign faculty to assist Director with writing self- study 1.1.2 make program changes/corrections indicated from self-study	
Timeline:	December, 2014 or as specified by BVNPTE consultant	

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal:	Strengthen VN Curriculum to increase student success	☒ 1 ☒ 2 ☐ 3 ☐ 4
Objective:	2.1 revise curriculum to reflect current content	
Task(s):	2.1.1 review curriculum against current standards and NCLEX-VN test plan 2.1.2 revise curriculum as necessary to reflect current standards 2.1.3 Seek BVNPTE and College/state approval as indicated for curriculum changes	
Timeline:	summer 2015	

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

1. How will your enhanced budget request improve student success?
   NA no funds requested

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Students meet or exceed average state pass rates set for national licensing exam (NCLEX-PN). Est. Completion Date: Within 4 months of program completion Way(s) to assess: NCLEX and BVNPT official reporting.	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: The NCLEX-PN pass rate for the class that completed in fall 2011 was 76%.(state average was 74%). Informal data from the class that completed in spring 2013 is a 94% pass rate. Formal report for the 2013 total year is a 93.75% pass rate	
	☒ Met ☐ Partially Met ☐ Not Met	

	Provide detail on any improvements/effectiveness and detail status on those not fully met: After the faculty learned of the 76% pass rate from the Fall 2011 class (which was significantly lower than the previous 100%), they examined and revised their exams to better reflect the rigor of the NCLEX-PN test plan. Their efforts appear to have been successful with the most current graduating class and the significantly higher pass rate for all of 2013.	

PLO 2	**PROGRAM LEARNING OUTCOME #2**	**ISLO(S)**
	Identify Program Outcome: Student cohort complete "on-time" rate. It measures the number of students that stay in their original cohort and graduate within 3 semesters. Est. Completion Date: By the completion of VN 132 (every 3 semesters) Way(s) to assess: # graduating on schedule/# in cohort in 1st semester	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: Of the Class of 18 admitted in Spring 2012, 17 completed in Spring 2013 on-time (94.4%)	
	☒ Met ☐ Partially Met ☐ Not Met	

	Provide detail on any improvements/effectiveness and detail status on those not fully met: Faculty work very closely with students and send those at risk for tutoring very early in the classes. They also communicate regularly with the about any issues with students that require intervention.	

PLO 3	**PROGRAM LEARNING OUTCOME #3**	**ISLO(S)**
	Identify Program Outcome: : Students meet the minimal 90% predictor of passing NCLEX-PN on ATI Comprehensive Predictor prior to exiting VN 132. Est. Completion Date: By completion of 3rd semester. Way(s) to assess: ATI standardized test scoring	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: 8/17 students or 47% of students achieved a 90% or greater probability of passing NCLEX-PN,	
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** This data was used to guide the Virtual ATI individual on-line tutoring preparation for NCLEX-PN which may have enhanced graduate success on NCLEX-PN (94% pass rate on recent exam)	

***** ATTACH PLO/SLO GRID *****

Program Outcomes and Course Alignment Grid for Imperial Valley College

Program: Vocational Nursing, Certificate & Degree Completed on: June 13,2013

Prepared by : Roberta Webster, Craig Luoma, ,Susan Carreon

Course	Communication	Critical Thinking	Personal Responsibility	Information Literacy	Global Awareness	# Outcomes identified so far for course
Eng 101 (pre-requ.)	3	3	1	3	3	3
AHP 100 (pre-requ)	3	3	1	2	2	2
BIO 090 (pre-requ.)	3	3	3	3	3	3
PSY 101 (pre-requ.	3	3	3	3	3	3
PSY 204 (pre-requ.)	3	3	3	1	3	3
VN 110	3	3	3	3	3	5
VN 112	3	3	3	3	3	3
VN 114	3	3	1	3	0	1
VN 120	3	3	3	3	3	5
VN 122	3	3	3	3	3	5
VN 124	3	3	3	1	3	3
VN 130	3	3	3	3	3	5
VN 132	3	3	3	3	2	5

**FIVE POINT KEY: Using this key, to receive a 3 or 4 the ISLO needs to be measured through the outcome and assessment.

4= This is a STRONG focus of the course. Students are tested on it or must otherwise demonstrate their competence in this area.
3= This is a focus of the course that will be assessed.
2= This is a focus of the course, but is NOT assessed.
1= This is briefly introduced in the course, but not assessed.
0= This is not an area touched on in the course.

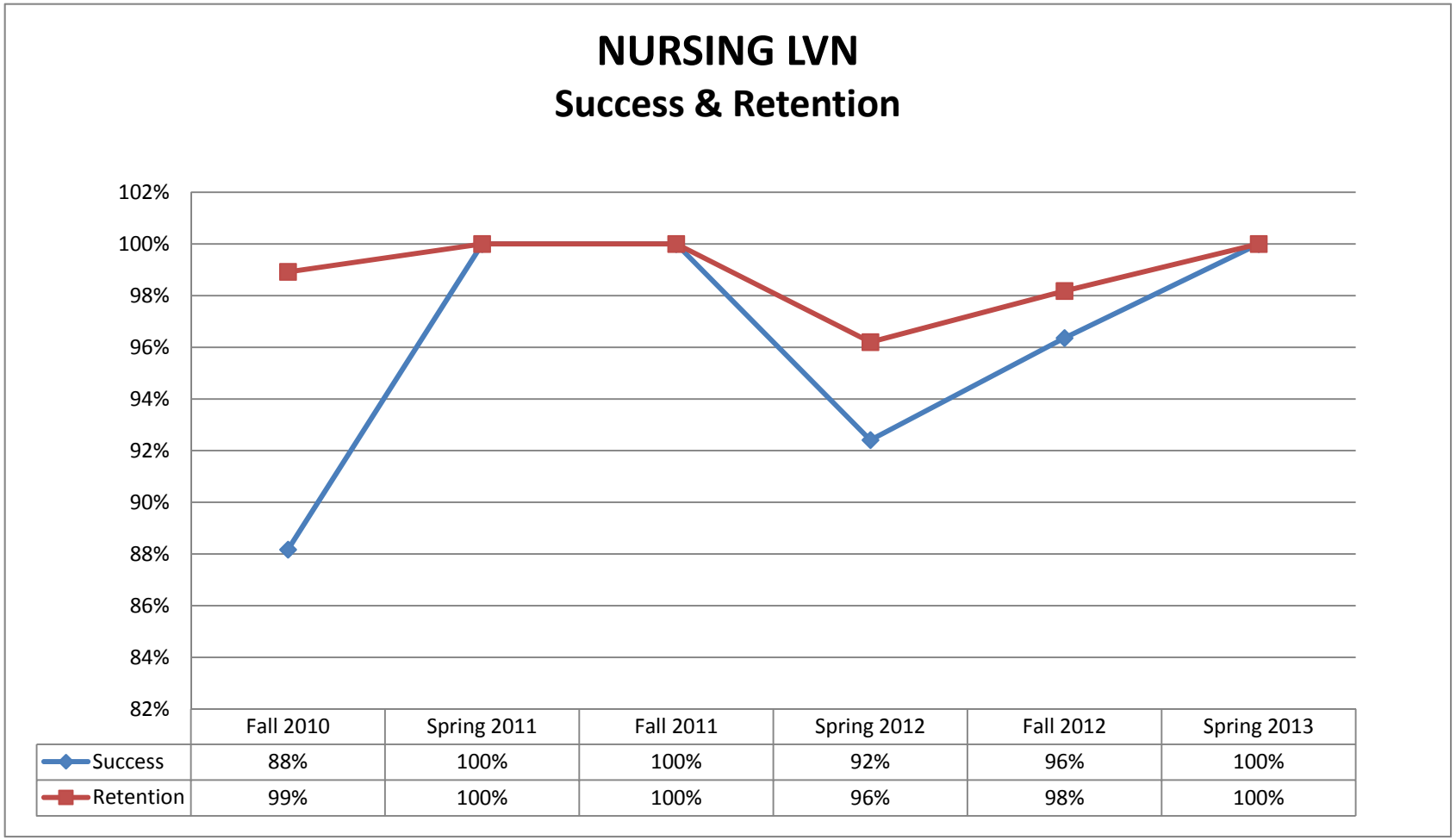
Program Level Data

Vocational Nursing														
Term	Enroll	Fill	Sections	Mass Cap	Avg Class Cap	Avg Class Size	FTES	FTEF	WSCH/FTEF	Success	Retention	Day Classes	Extended Day Classes	Online Classes
Fall 2010	93	116%	4	80	20	23.25	19.67	3.41	291.95	88%	99%	4	0	0
Spring 2011	54	90%	3	60	20	18	15.46	3.35	202.3	100%	100%	3	0	0
Fall 2011	35	88%	2	40	20	17.5	14.6	3.22	140.22	100%	100%	2	0	0
Spring 2012	79	99%	4	80	20	19.75	16.9	3.41	246.64	92%	96%	4	0	0
Fall 2012	55	92%	3	60	20	18.33	17.17	3.35	208.2	96%	98%	3	0	0
Spring 2013	34	85%	2	40	20	17	15.78	3.22	136.21	100%	100%	2	0	0
% Change from Fall 2010 to Fall 2012	-41%	-21%	-25%	-25%	NC	-21%	-13%	-2%	-29%	9%	-1%	-25%	NA	NA
% Change from Spring 2011 to Spring 2013	-37%	-6%	-33%	-33%	NC	-6%	2%	-4%	-33%	NC	NC	-33%	NA	NA

Number of Degrees and Certificates Awarded 2010-2011 through 2012-2013 (3 years)

Degrees	Awarded
A.S. Nursing V.N.	32

Certificates	Awarded
Nursing V.N.	14



	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Success	88%	100%	100%	92%	96%	100%
Retention	99%	100%	100%	96%	98%	100%

Gender

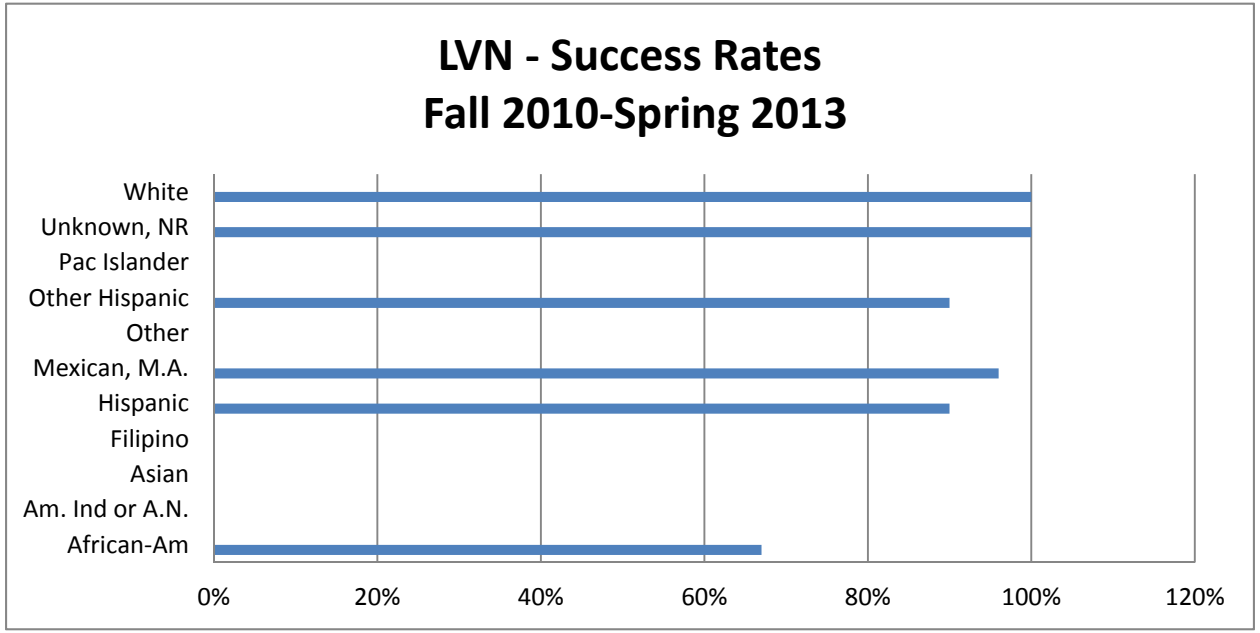
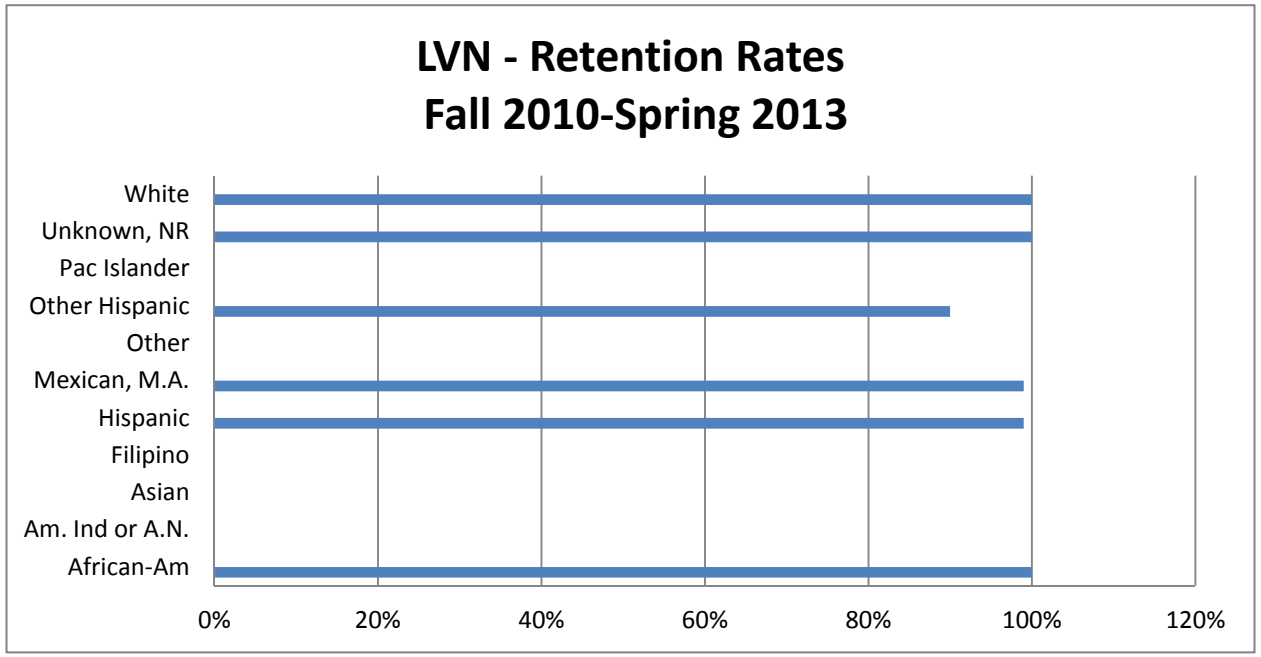
	VN								
	Female			Male			N/A		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	71	92%	100%	18	72%	94%	4	100%	100%
Fall 2011	27	100%	100%	6	100%	100%	2	100%	100%
Fall 2012	52	96%	98%	3	100%	100%			
Spring 2011	42	100%	100%	9	100%	100%	3	100%	100%
Spring 2012	75	92%	96%	4	100%	100%			
Spring 2013	32	100%	100%	2	100%	100%			
Total	299	95%	99%	42	88%	98%	9	100%	100%

Ethnicity

VN	African-Am			Am. Ind or A.N.			Asian			Filipino			Hispanic			Mexican, M.A.		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	3	67%	100%										26	85%	100%	48	88%	98%
Fall 2011													10	100%	100%	18	100%	100%
Fall 2012													10	90%	90%	36	97%	100%
Spring 2011													15	100%	100%	27	100%	100%
Spring 2012													16	81%	100%	48	100%	100%
Spring 2013													6	100%	100%	22	100%	100%
Totals	3	67%	100%	0	NA	NA	0	NA	NA	0	NA	NA	83	90%	99%	199	96%	99%

VN	Other			Other Hispanic			Pac Islander			Unknown, NR			White		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010				4	100%	100%				8	100%	100%	4	100%	100%
Fall 2011				2	100%	100%				5	100%	100%			
Fall 2012				6	100%	100%				3	100%	100%			
Spring 2011				3	100%	100%				6	100%	100%	3	100%	100%
Spring 2012				11	73%	73%				4	100%	100%			
Spring 2013				4	100%	100%				2	100%	100%			
Totals	0	NA	NA	30	90%	90%	0	NA	NA	28	100%	100%	7	100%	100%

	Success
African-Am	67%
Am. Ind or A.N.	NA
Asian	NA
Filipino	NA
Hispanic	90%
Mexican, M.A.	96%
Other	NA
Other Hispanic	90%
Pac Islander	NA
Unknown, NR	100%
White	100%



	Retention
African-Am	100%
Am. Ind or A.N.	NA
Asian	NA
Filipino	NA
Hispanic	99%
Mexican, M.A.	99%
Other	NA
Other Hispanic	90%
Pac Islander	NA
Unknown, NR	100%
White	100%